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NEW-WORLD SPELLER

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GRADES THREE FOUR FIVE

WORLD BOOK COMPANY

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NEW-WORLD SPELLE

GRADES THREE, FOUR, AND FIVE

BY

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WORLD BOOK COMPANY

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ON THE TEACHING OF SPELLING

Learning to spell involves the formation of certain habits of **Introduction** mind. The most important is the habit of observing correctly the printed form of words. Next in importance, and often associated with this habit, is that of hearing words correctly. Nearly all mistakes in spelling result from the failure of children to see and hear correctly. The lessons in the New-World Spellers have been planned to aid pupils in the formation of habits of observation.

Effective work in spelling, as in all school subjects, depends on attention. Forced attention may accomplish something, but what is done with interest leaves the more lasting impression. The lessons, therefore, introduce great variety into the necessary drill in order to make it attractive to the children.

All sentences intended for dictation are printed in the larger type. The directions for study are printed in smaller type. Train the children from the outset to read these directions and to follow them. They are intended to stimulate and develop the self-activity of the pupils, and will gradually train them to attack a lesson without hesitation and learn it in the most economical way.

The vocabulary has been selected with a view to meeting the **Vocabulary** demands of actual life. This vocabulary is most effectively enlarged by exercises requiring the pupils to give plurals, to change verbs to the forms ending in *ed* and *ing*, to build long words from shorter ones, to use prefixes, to formulate rules, and the like.

The sections are numbered to indicate the lessons which an average class should devote to the study of a given group of words. Assign short lessons so that thorough work may be insisted on. Two or three or five words really mastered each day are of infinitely more worth, both as knowledge and as training, than a larger number imperfectly learned. The indi-

**Length of
lessons**

To the Teacher

Methods of study

vidual teacher, knowing the capacity of her pupils, should adjust the lesson assignment to their powers.

Teach the children *how* to study. They must learn to select from each lesson the words which they are sure they can spell and to give all their time and attention to the others ; they must learn to sift the easy from the more difficult words and to give each group its due amount of time and attention ; they must learn how to get the meaning and use of unfamiliar words ; they must learn to clinch knowledge by repetition. To accomplish these ends, it is imperative that the teacher study with the pupils until habits of study have been established. The recitation period may be used for this purpose.

The greatest possible variety in presentation and drill should be introduced. The lessons may sometimes be studied by looking at the words, then closing the eyes and trying to see the words with the mind's eye ; sometimes by writing them on paper or on the blackboard ; sometimes by spelling them aloud ; sometimes by building them with cardboard letters ; sometimes by playing simple games, which may or may not take the form of a contest. Attention should be directed to the difficult combinations of letters by underlining them, by writing them with crayon or pencil of a different color, by repeating them orally many times in succession, by comparing them with other words which have the same combinations. Any device that will fix the attention upon the letters which make the word difficult will be of the greatest assistance.

The method of learning new words by spelling them aloud should be carried on in school only when teacher and pupils are studying together. A few minutes taken from the recitation period for the purpose of spelling aloud the hard words of the next day's lesson will repay the outlay of time a hundredfold. After habits of study have been established, spelling lessons may be assigned as home work ; then the spelling-aloud method of study will be an excellent one.

To the Teacher

A child does not know how to spell a word until he can do it automatically, either orally or in writing. To develop this power, review constantly. Each day the lessons of the preceding two or three days should be quickly but thoroughly reviewed; each page should be reviewed upon completion; underlined words should be frequently reviewed; and the many special reviews suggested should by no means be omitted. Here, again, variety is of the greatest importance. Each pupil may be required to keep a blank book in which he enters from day to day the words which he has misspelled. Frequent reviews of such words will correct individual errors. Another useful device is a blank book in dictionary form kept by the teacher. The words misspelled in class may be entered under their initial and reviewed by letter, the lists being copied on the blackboard for this purpose. After a little training, the pupils will be able to write the words in this dictionary of errors, and will take pride in keeping the lists as short as possible.

The grouping of homonyms introduces a difficulty where none exists. It is a mere accident that *there* and *their* are pronounced alike. They are spelled differently and have entirely different meanings, and if each is repeatedly used in its proper relation to other words, the child remains unconscious of the similarity of pronunciation, and consequently no confusion arises. The same is true of all homonyms. In the higher grammar grades when the words have been fixed, no harm can result from associating them in a drill exercise, although such drill will then no longer be necessary.

Though the spelling of many English words is absurd, as, for instance, *eight*, *trough*, *reign*, *bureau*, *once*, these are much less troublesome than common verb forms and words containing a sound expressed by several different vowels or combinations of vowels. *Feed*, *read*, *shield*, *pique*, *receive*, *here*, are illustrations. Nothing but frequent oral spelling and still more frequent writing of these words in sentences or phrases will fix them in the

Review
and drill

Homonyms
and vowel
combinations

To the Teacher

Use of sentences and phrases

child's mind. If the word is important, clinch it; if it is not important, do not teach it at all.

The sentences and phrases are intended for dictation. The phrases afford an economical method of giving a large amount of drill on writing related words without taking time for complete sentences. Incidentally the children learn to discriminate between groups of words which express complete thoughts and those which do not. It is a good plan to read the sentence or phrase distinctly once, and then have the pupils repeat it before writing. Insist that they write without hesitation. This involves a thorough study of the lesson.

Syllabication

Learning to see the syllables of which a word is composed is one of the most important steps in learning to spell. Pupils must ultimately learn to see the syllables in undivided words. As an aid to this end, the words in this book are usually divided when they appear for the first time. The exercises requiring the pupils to find the short words of which longer ones are composed, those requiring them to combine short words into longer ones, and those requiring them to copy words and divide them into syllables, are all designed to cultivate the observing powers, and long use has demonstrated that such exercises are effective.

Have the pupils constantly pronounce distinctly before spelling by syllables. Since authorities differ, many of the best teachers accept any syllabication which is not absurd. Pronunciation is a safe guide in a majority of cases.

Correction of errors

Since the purpose of correcting spelling is to fix the right form in the child's mind, keep this end constantly before you. In oral spelling, have the child who made the error spell the word correctly at once. In correcting written exercises, cross out the wrong forms, and insist on their being rewritten correctly, so that finally only correctly spelled words shall be before the pupil. Many teachers make the mistake of so correcting papers that the wrongly spelled words are the more prominent. Train pupils to leave a blank space whenever doubtful of a

To the Teacher

word, and to write the word correctly after the papers have been returned to them, underlining it for thorough study.

The dictionary habit is an invaluable one; its importance cannot be overestimated. Exercises requiring the use of the dictionary have been introduced into this book, but these should be supplemented in connection with every school subject. No diacritical marks are used. Only in the case of the unusual word will the pronunciation be unfamiliar, and such a word must become familiar by use before an effort is made to spell it.

Use of the
dictionary

Teach the pupils how to use the dictionary in the fourth grade, and thereafter make its use a part of the regular work. Give many exercises requiring the pupils to find a word in a given time, and show them how to turn quickly to the place where words beginning with certain letters are to be found. Give exercises with several words beginning with the same letter, as *dream, desist, dory, digress*, to show that the first letter alone does not determine the place of a word in an alphabetical list.

Next give exercises in finding the pronunciation. Show the pupils the use of the diacritical marks by means of the key words at the foot of each page of the dictionary. Familiarize them with the marks by constant reference, and teach also the meaning of the accents.

Show the pupils by classroom exercises how to find the meanings of words. Explain the abbreviations for the parts of speech. Teach them to select the most likely definition and to avoid meanings marked rare, colloquial, or obsolete. Encourage them to read the examples to help in deciding which meaning to select for a particular word under discussion.

In the sixth, seventh, and eighth grades have each pupil keep a pocket dictionary at hand, and encourage him to refer to it for spelling in preparing his compositions and in all written lessons. Train the pupils to go to the dictionary whenever they are not absolutely certain that they can spell the word in question. Above all, try to arouse a feeling of pride in the matter of spelling.

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THIRD GRADE

TO THIRD GRADE CHILDREN

The smallest word has some unguarded spot,
And danger lurks in *i* without a dot.

OLIVER WENDELL HOLMES

Did you ever think what a wonderful thing a written word is? You join a few letters on paper and the word tells somebody else what idea is in your mind.

Be sure that you join the right letters. If you look out for the "unguarded spot" in each word in the Third Grade, you will soon be able to use these wonderful tools in an independent way. Form the right habit *now*.

THIRD GRADE



1, 2*

Autumn has come again.
The long summer vacation is over.
Our school begins this morning.
Do you hear the bell calling?
We shall be as busy as bees.
Three cheers for the Third Grade!

au'tumn
a gain'

va ca'tion
be gins'

call'ing
bus'y

What letter in *autumn* is silent?
Spell *busy* and *again* aloud five times.

* The numbers of the sections throughout this book indicate the length of lessons for the average class. They are given as a guide only, and the teacher should vary the length of lessons to suit the capacity of her own class.

Third Grade

3, 4, 5, 6. SPELLING-MATCH WORDS

You have studied most of these words in the second grade. Review one column each day and then have a spelling-match. Try to help your side win. Make a list of all words which have silent letters.

acorn	hole	leaves	said
doctor	papa	hurt	Sunday
lose	mamma	pretty	Monday
slate	sugar	calf	Tuesday
took	bright	where	Wednesday
year	button	learn	Thursday
eighteen	fourteen	kitty	Friday
fine	other	robin	Saturday
asleep	teacher	open	spring
tore	busy	half	summer
use	glove	knife	autumn
few	pencil	eight	winter
chain	chair	root	close
spoon	throw	sharp	vacation
father	happy	write	cheers
among	place	kneel	morning
color	fence	quick	begin
which	these	read	shelf
been	slow	catch	pony
basket	match	candy	table

Some children spent their vacation in the country.

Some went to the seashore.

A great many did not go away.

an'y	coun'try	their play	their games
man'y	sea'shore	their pencils	their kitten

riv'er	crick'et	bridge	flow'ers
cat'tle	fruit	calf	for'est
team	field	barn'yard	rab'bit
clo'ver	ea'gle	po'ny	squir'rel

Which words have silent letters? Doubled letters?

Copy each word and spell it aloud as you study.

wade	pad'dle
shoes	rough
stock'ings	shore
breeze	waves
beach	bathe
boat	bath'ing
float	dig
sail	dig'ging

eaglebridgerough

[101]

Third Grade

12, 13

lame	old	arm	each
blame	cold	harm	reach
flame	scold	charm	teach
oil	age	light	rap
boil	cage	right	trap
spoil	page	tight	strap

14, 15

li'on	bea'ver	don'key	sheep
ti'ger	seal	el'e phant	mule
wolf	mon'key	bear	cam'el

Make a list of the wild animals. Draw a line under the two letters in *elephant* which give the sound of *f*.

16, 17

Learn to write these questions and their answers :

Which animal is called the king of beasts?

Which one is covered with warm fleece?

Which animal builds its own house?

Which one has a trunk?

Does he carry his clothes in it?



Notice how easily the word *clothes* is made from the word *cloth*. Pronounce distinctly by syllables : an'i mal, cov'ered.

clothes

elephant

builds

which

Ned is watching the spider.

It is spinning its web.

Ned is not afraid of the spider.

Once he put one into his pocket.

a fraid' once pock'et spi'der



If you should take the *c* out of *once*, what word would you have? Spell *once* aloud five times.

What change was made in *spin* before adding *ing*?

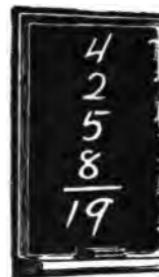
19, 20, 21, 22

autumn	rough	calf	elephant
again	cricket	bridge	clover
school	color	fruit	beast
begins	learn	field	fleece
morning	chair	bathe	monkey
Wednesday	fence	digging	bear
blame	watching	tight	reach
grade	seashore	breeze	eighteen
third	many	waves	once
busy	some	float	afraid
bees	team	squirrel	pocket
cheers	eagle	each	spider
Tuesday	pencil	tiger	web
camel	teach	clothes	cattle

Third Grade

23, 24

This is an easy lesson.
 First we added the figures upward.
 Thirteen, fifteen, nineteen.
 Then we added the column downward.
 Six, eleven, nineteen.
 We then wrote the sum below the line.
 Is the answer right or wrong?



an'swer col'umn ad'ded be low'

25, 26

up'ward	eas'y	who	add
down'ward	les'son	whom	added
on'ward	fig'ure	whose	write
for'ward	wrong	who ev'er	wrote

27

One, two, three, four, five,
 I caught a hare alive;
 Six, seven, eight, nine, ten,
 I let it go again.



28

Jan'u a ry	May	Sep tem'ber
Feb'ru a ry	June	Oc to'ber
March	Ju ly'	No vem'ber
A'pril	Au'gust	De cem'ber

Third Grade

29, 30

Troy, New York,
July 5, 1910.

Dear Grandma,

We are all very glad that you are coming to see us. We love you and grandpa dearly. Please hurry. Mamma and papa send love to you both.

Your loving grandchild,
Jennie.

31

Grandma, please tell us a story.

Shall I tell you a true story?

No, grandma, please tell us a fairy story.

fai'ry	hur'ry	shall I tell	please show us
sto'ry	dear'ly	shall I read	please read us

32, 33

Grandma's Story. Red Riding Hood

wolf	a fraid'	path	what great eyes
woods	bas'ket	latch	what great ears
rid'ing	cakes	door	what great teeth

Tell grandma's story, using the above words and any others you need.

hurry please latch great

Third Grade

34, 35, 36

oak	peach	as'ter
birch	ap'ple	dai'sy
wal'nut	or'ange	vi'o let
spruce	quince	but'ter cup
beech	pear	lil'y
chest'nut	cher'ry	gol'den rod

“ Flowers preach to us if we will but hear.”

lil'y	cher'ry	pan'sy
lil'ies	cher'ries	pan'sies



37, 38, 39

Use each of these words in a sentence :

loose	queer	strange	bald
clear	broad	fun'ny	smart
ro'sy	thirs'ty	an'gry	proud
strange	ber'ry	dai'sy	
stran'ger	ber'ries	dai'sies	

40

talk	dan'ger	dish'es	rush
walk	man'ger	wish'es	crush
chalk	stran'ger	fish'es	brush

“ If wishes were horses, beggars might ride.”

Third Grade

41

Use each of these groups of words in a sentence :

there is	was there	do you see
there are	were there	do you hear

42, 43

Notice what change was made in each of the following short words before adding *ing* to it :

run	slip	make	slide
run'ning	slip'ping	mak'ing	slid'ing
hit	hop	breathe	skate
hit'ting	hop'ping	breath'ing	skat'ing

44

Do not forget to say

I thank you	excuse me	should you like
do you wish	may I	if you please

What are the two short words in *forget*?

45, 46

knock	I heard a <u>knock</u> at the door.
knead	Did you see your mother <u>knead</u> the bread?
knew	Frank <u>knew</u> how to spell <u>answer</u> .
knob	The <u>knob</u> of the door is made of brass.
know	Do you <u>know</u> where the sun rises?

<u>breathe</u>	<u>making</u>	<u>hear</u>	<u>heard</u>
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Third Grade

47, 48, 49, 50. SPELLING-MATCH WORDS

Review thoroughly, one column at a time:

acorn	danger	know	spruce
afraid	dearly	latch	stockings
alive	doctor	light	stranger
answer	eagle	lion	sugar
aster	eight	many	talk
away	excuse	mother	teach
bald	fairy	nineteen	thank
beach	father	once	thirsty
beaver	February	orange	throw
beggar	figures	other	tiger
below	first	pocket	true
birch	float	pretty	Tuesday
boil	forest	put	walk
brother	forget	queer	walnut
camel	forward	quince	watching
cattle	fruit	rabbit	Wednesday
caught	hare	reach	where
cherry	house	rises	which
chestnut	hurry	river	whose
color	January	robin	wish
column	knead	shoes	wolf
daisies	knob	skating	write
daisy	knock	spoil	wrong

Third Grade

51, 52

Make sentences, using two of these words in each :

min'ute, min.	morn'ing
hour, hr.	af ter noon'
week, wk.	e'ven ing
month, mo.	night
year, yr.	noon



"The morning hour has gold in its mouth."

53, 54

It is already getting dark.

May is the month of apple blossoms.

Always stand erect when you recite.

Did you agree to play marbles at four o'clock?

I have often seen the full moon.

al read'y	blos'soms	e rect'	a gree'
get'ting	al'ways	re cite'	mar'bles

Write each of these words five times. Draw a line under the letters you need to study hardest.

55, 56

be long'	blush	man'ner	pea'nut
split	thun'der	ash'es	a wake'
shov'el	slant	rob'ber	pig'eon

Spell *pigeon*, *robber*, and *shovel* aloud five times.

Third Grade

57, 58, 59

The words in this list look hard because they are long. Find the short words which form them, and you will see how easy they are. Use each word in a sentence.

hillside	myself	sunbeam
primrose	yourself	fireman
barnyard	playmate	snowdrift
sunshine	whoever	sidewalk
somebody	nothing	lamplight
moonlight	rainbow	footstool

60, 61

Make long words by joining one word from the *A* list with one from the *B* list. Be sure to make real words.

A			B
arm	straw	berry	cock
match	snow	cup	stick
cow	stove	spoon	pipe
ink	some	box	storm
tea	out	chair	slip
butter	play	coat	house
pea	drum	thing	stand
after	over	noon	side
<u>rabbit</u>	<u>squirrel</u>	<u>pigeon</u>	<u>forest</u>

Third Grade

62, 63

mit'tens	nee'dles
but'tons	thread
gloves	combs
thim'bles	hair'pins



The peddler has many useful things in his pack.
The country people like to see him coming.
They enjoy his visits because he brings the city news.

vis'it	car'ry	ped'dler	be cause'
vis'it or	car'ries	peo'ple	cit'y

64, 65

Copy these words and draw a line under the hardest ones :

swing	climb	scream	leave
tease	laugh	stud'y	steal
shout	dance	re cite'	use
whis'tle	prance	pad'dle	weave
whis'tling	pranc'ing	pad'dling	weav'ing

66, 67

dress	skirt	shoes	neck'tie
jack'et	sash	stock'ings	shirt
a'pron	sleeve	col'lar	o'ver coat
<u>country</u>	<u>peo'ple</u>	<u>visitor</u>	<u>because</u>

"A stitch in time saves nine."

"Do not look for pain and trouble;
You will find them if you do."

In what way is the word *doub'le* like the word *troubl'e*?

69, 70

mid'dle

weave

pitch

cheap

fid'dle

leave

ditch

cheat

rid'dle

heave

stitch

wheat

71

Frank and his brother went to the circus. cir'cus
The baby hid behind the sofa. so'fa
Pour the water on the ground. ox'en
The oxen can haul a heavy load. heav'y

72, 73

My father is a doctor.

His office is at number 34 Main
Street.

The sign on his office door says Dr. Otis.

My grandfather is Mr. E. C. Otis.

DR. OTIS

Doc'tor, Dr. Mis'tress, Mrs. Num'ber, No.
Mis'ter, Mr. Street, St. Av'e nue, Ave.

office

trouble

circus

heavy

Notice the letters that are alike in each of these pairs of words:

ready	bread	boat	over
already	thread	float	clover
ways	long	skirt	loves
always	along	shirt	gloves

75, 76, 77, 78. SPELLING-MATCH WORDS

Review also the words in Lessons 19-22 and 47-50.

apron	evening	number	sign
avenue	footstool	o'clock	sleeve
behind	full	office	somebody
blossoms	getting	often	something
circus	haul	pain	stitch
city	heavy	peanut	storm
climb	hour	peddler	tease
collar	jacket	pigeon	thimble
cowslip	laugh	pitch	trouble
dance	load	pour	visit
ditch	middle	rainbow	visitor
double	minute	says	wheat
ears	mouth	shirt	whistle
enjoy	needles	shore	wrong
erect	nothing	shout	year

Third Grade



79, 80

Thanks giv'ing	in vite'	feast	ov'en
tur'key	friend	drift'ed	chick'en
mince	gra'vey	sleigh	goose
pud'ding	roast	com'pa ny	fro'zen
invite	one turkey	one goose	
invited	two turkeys	eight geese	

81

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

LYDIA MARIA CHILD

sleigh

pudding

company

friend

Third Grade

82, 83

mon'ey	dime	pa'per	earn
cent, ct.	quar'ter	gold	price
dol'lar, dol.	bor'row	sil'ver	cost
pen'ny	owe	spend	gain

"A penny saved is a penny earned."

Which word ends in *ar*? Which is like *honey*?

84, 85

Frank had a very busy summer.
He worked all through the vacation.
He earned almost enough to buy a
bicycle. His father gave him ten dol-
lars. Then he bought the wheel.



86, 87

Sun'day, Sun.	Fri'day, Fri.	August, Aug.
Mon'day, Mon.	Sat'ur day, Sat.	September, Sept.
Tues'day, Tues.	January, Jan.	October, Oct.
Wednes'day, Wed.	February, Feb.	November, Nov.
Thurs'day, Th.	March, Mar.	December, Dec.
	April, Apr.	

May, *June*, and *July* are always written out in full.

bicycle dollar enough quarter

Third Grade

88, 89

flour	co'fee	spice	fruit
cel'er y	beets	prunes	ap'ples
pep'per	po ta'toes	cab'bage	lem'ons
sug'ar	tur'nips	vin'e gar	beans

Copy these words. Then close your book and draw lines between the syllables in this way : vin|e|gar.

90, 91

We buy vegetables at the grocery.

Potatoes are sold by the peck or bushel.

Rice, coffee, and sugar are sold by the pound.

Flour is sold by the bag or barrel.

po ta'to	meas'ure	veg'e ta bles	bush'el, bu.
po ta'toes	pleas'ure	gro'cer y	coff'ee

What common word do you find in the last part of the word *vegetables*? Make sure of the rest of the word.

92, 93

There are two pints in a quart.

There are eight quarts in a peck.

There are four pecks in a bushel.

How many quarts make a gallon?



quart, qt.	pint, pt.	gal'lion, gal.	peck, pk.
<u>vegetables</u>	<u>celery</u>	<u>grocery</u>	<u>vinegar</u>

sail'boat
race
pi'lot



an'chor
course
fin'ish

The white-winged boats make a pretty picture.
They look like birds on the surface of the water.

pic'ture pret'ty wa'ter sur'face

95, 96

New York, N.Y.,
June 15, 1910.

Dear Tom,

Last week Uncle John took me to the boat race. It was great! There was a stiff breeze, and the boats just skipped along. I was sorry when they dropped anchor at last.

Your true friend,

William.

97

- dumb Helen Keller is deaf and dumb.
 numb My toes were numb with cold.
 crumb The birds eat the crumbs from my hand.
 thumb I have eight fingers and two thumbs.

Spell five times each word which has a silent letter.

Third Grade

98, 99, 100

Use each of these groups of words in a sentence:

a fresh collar	a new jacket	tease my sister
sweet honey	haul a load	own a pigeon
a white apron	recite a lesson	buy a shovel
a loud laugh	use a thimble	raise vegetables

101, 102, 103, 104. SPELLING-MATCH WORDS

Review these words thoroughly before having a spelling-match. Study also the words in Lessons 75-78.

almost	friend	owe	spice
anchor	frozen	pepper	stiff
barrel	gallon	picture	surface
bicycle	goose	pilot	Thanksgiving
bought	gravy	pleasure	thumb
breeze	invite	price	toes
cabbage	just	prunes	turkey
cent	knows	quart	uncle
chicken	lemons	quarter	vegetables
course	measure	race	very
deaf	mince	raise	vinegar
dollar	Monday	rice	Wednesday
earn	money	roast	week
enough	numb	silver	wheel
feast	oven	sorry	wing

105, 106

Use each of these groups of words in a sentence:

across the track	between the posts	there are
among the trees	through the window	there is
below the line	toward the river	draw a circle
beyond the hills	pick apple blossoms	eat a pear

107, 108, 109

halt	swift	crip'ple
burst	dan'ger	bul'let
ban'ner	mu'sic	fir'ing
wound	cow'ard	sol'dier
dodge	sword	o bey'
ar'my	for'ward	can'nون



Spell each word aloud five times and then write it from memory. What is the silent letter in *sword*?

110, 111

try	Ned tried to win the prize.
fly	The bird flies over the creek.
drive	The sun-god drove his steeds around the world.
bring	The prince brought a jewel to the queen.
grow	The ferns grew on the borders of the stream.

<u>prince</u>	<u>queen</u>	<u>brought</u>	<u>prize</u>
<u>sword</u>	<u>soldier</u>	<u>obey</u>	<u>coward</u>

Third Grade

112, 113, 114

al'bum	grave	be lieve'	ar'row
blast	blaze	grind	cor'ner
tick'et	gi'ant	guess	al'ways
flash	dwarf	spade	string
pig'eon	purse	touch	chance

Copy all the words in these lists which are not spelled exactly as they sound. Spell each of them aloud at least five times; then write them from memory.

115, 116

rain	The rain beats against the windowpane.
train	The train crosses the bridge slowly.
sprain	Robert sprained his ankle.
patter	Hear the raindrops patter on the roof!
chatter	The brook chatters over the pebbles.
scatter	In the autumn the wind scatters the leaves.

117, 118

leaf	a gainst'	guess	read'y
leaves	eas'y	sword	cir'cle
an'kle	smooth	bridge	be yond'
peb'ble	to'ward	purse	scat'ter
dwarf	touch	shout	mar'bles
<u>always</u>	<u>believe</u>	<u>collar</u>	<u>giant</u>

Third Grade

119, 120, 121

Do not forget to shake the rugs.
 The door creaks when it is opened.
 Will you amuse the baby for an hour?
 Should you like to taste this melon?
 The palm is a common tree in the South.



would	for get'	taste	a muse'
could	for got'	waste	mel'on
should	for got'ten	paste	creaks

122, 123

You will find these words easy if you pronounce each syllable distinctly. Do not let the word *laughter* catch you. What letters in *fasten* are silent?

fool'ish	fear'ful	ham'mer	lum'ber
care'ful	lone'some	laugh'ter	fas'ten
an oth'er	love'ly	mis take'	fel'low

124, 125, 126, 127

Al'fred	Her'bert	Ag'nes	Ma'bel
Ar'thur	John	Ber'tha	Mar'ga ret
Charles	Jo'seph	Dor'o thy	Ra'chel
Don'ald	Lou'is	E'dith	Sa'rah
Ed'ward	Rich'ard	E liz'a beth	Su'san
Fred'er ick	Will'iam	Lou ise'	Win'i fred

Third Grade

128, 129

With the help of your teacher make a list of the twenty hardest words on pages 119, 120, and 121, and review them.

130, 131, 132

Make a list of the underlined words which are spelled exactly as they sound. Make a separate list of the other underlined words, and spell each aloud five times.

The juice of the orange is sweet.

The pavement is very wide.

The children will bury the dead bird.

A mallet is a wooden hammer.

The walk is covered with gravel.

Cousin Mary has a bad cough.

Mother does not allow us to tear our clothes.

The candle is made of tallow.

Tom walked farther than John did.



133, 134

far	February	oft'en	eight'y-one
far'ther	January	sec'ond	hun'dred
Tuesday	once	twen'ty-one	thou'sand
Wednesday	twice	thir'ty	one half
<u>hurry</u>	<u>bury</u>	<u>juice</u>	<u>tear</u>
<u>hurried</u>	<u>buried</u>	<u>juicy</u>	<u>wear</u>

135, 136

"Haste makes waste."
"Strike while the iron is hot."
The sign at the railroad crossing says,
"Stop! Look! Listen!"



strike stop waste lis'ten
striking stop'ping wast'ing cross'ing

137, 138

Name an animal which can
nib'ble prowl trot leap
growl howl bound gallop
spout scratch scam'per crawl

The cricket is an insect.
The turkey buzzard is a useful bird.
What animals have hoofs?
What animals travel in herds?



139, 140

Use these groups of words in sentences:
one ox one shelf one wolf one puppy
a yoke of oxen many shelves eight wolves six puppies
too early threw a ball little calf stand erect
too busy new friends large calves recite slowly
gallop sign travel traveling

Third Grade

141, 142, 143, 144. SPELLING-MATCH WORDS

Review a column at a time. Review also Lessons 75-78 and 101-104.

against	cripple	jewel	second
allow	crossing	juice	shelves
aprons	crumb	laugh	soldier
army	dodge	listen	stream
ashes	double	mallet	swift
because	dwarf	measure	sword
believe	early	melon	tallow
between	evening	month	thread
blaze	farther	music	touch
border	fasten	obey	toward
bullet	fearful	often	traveling
bury	fern	orange	tried
bushel	firing	palm	trouble
buzzard	forgotten	paste	twelve
cannon	forward	pavement	useful
collar	gallop	pencil	waste
combs	giant	pigeon	whose
common	gravel	prince	wolves
corner	ground	queen	wooden
cough	guess	railroad	world
country	haste	ready	wound
cousin	herds	robber	writing
covered	hoofs	scratch	yoke

145, 146

A fair little girl sat under a tree
Sewing as long as her eyes could
see;

Then smoothed her work and
folded it right,

And said, "Dear work, good-
night, good-night."



And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
"Good-morning, good-morning, our work is begun."

LORD HOUGHTON

could	soft'ly	un'der	sew'ing
pil'low	smooth	be gun'	beau'ti ful

Notice how the parts of *good-night* and *good-morning* are joined. *Good-by* is written in the same way.

147, 148

Name something in the room which is

smooth	nar'row	wool'en	ob'long
square	pur'ple	heav'y	hol'lowness
yel'lows	ti'ny	coarse	emp'ty
<u>sewing</u>	<u>beautiful</u>	<u>knew</u>	<u>good-by</u>

Third Grade

149, 150, 151

During the night we fast. This means that we do not eat. Our first meal breaks the fast. This is why we call it *breakfast*.

break'fast	steak	fruit	plate
din'ner	cream	chops	sau'cer
sup'per	muf'fin	jel'ly	knife
lunch	oat'meal	hon'ey	fork
des sert'	ba'con	co'coa	spoon

Which word begins with a silent letter? What two letters in *saucer* have the same sound? Look out for them.

152

fa'ther	broth'er	ba'by	cous'in
moth'er	aunt	ba'bies	fam'i ly
sis'ter	un'cle	grand'moth er	fam'i lies

153, 154

Use each of these groups of words in a sentence:

neat woman	central point	loving parent
tidy women	smoky city	pair of shoes
juicy pear	equal shares	plain clothes
prize story	silent pupils	whole quince
<u>saucer</u>	<u>steak</u>	<u>central</u>
		<u>dessert</u>

Third Grade

155, 156

bed'stead	cel'lar	par'lor	ket'tle
blan'ket	clos'et	draw'er	kitch'en
car'pet	cur'tain	pil'low	quilt
ceil'ing	pan'try	stair	shut'ter

Copy all the words beginning with *c*. In which does the *c* have the *s* sound? Draw a line under the first syllable of *ceil-ing* and the last syllable of *curtain*, and spell each word aloud many times.

157

bug'gy	har'ness	buck'et	tools
lan'tern	whip	hatch'et	nails
lawn	fence	foun'tain	pad'lock

Which of these things are made of leather? Of iron? Of wood? In what way is *fountain* like *curtain*?

158, 159

With the help of your teacher, make a list of eight important words from your nature lessons and learn to spell them; eight from your reading lessons.

160, 161, 162, 163

Review all underlined words on pages 101-126.

curtain ceiling cellar parlor

Third Grade

164, 165

Make a list of all words in Lessons 141-144 which contain silent letters. Make another list of all puzzling words and draw a line under the letters which make them hard.

166, 167, 168, 169. SPELLING-MATCH WORDS

Review these words, a column at a time:

among	during	lantern	queen
another	empty	laugh	quilt
awake	equal	laughter	saucer
bacon	families	lawn	scamper
beautiful	family	light	should
bedstead	fearful	lonesome	shutter
breakfast	fence	loose	skating
broad	forget	lovely	smoky
bucket	fountain	lunch	smooth
buggy	fruit	mistake	some
candle	hatchet	muffin	steak
carpet	jelly	narrow	supper
ceiling	juice	oatmeal	throw
cellar	juicy	oblong	uncle
central	kettle	parlor	where
coarse	kitchen	pillow	whole
dear	knew	plain	woman
dessert	knife	prize	woolen
dinner	knob	purple	yellow

FOURTH GRADE

To THE FOURTH GRADE PUPILS

Knowledge is of two kinds. We know a thing ourselves, or we know where we can get information upon it. SAMUEL JOHNSON

The dictionary gives us information about words. It tells us how they are spelled, how they are pronounced, and what they mean. It also gives us their history, and often gives quotations which show their use.

The fourth year in school is a good time for beginning to use the dictionary. Try to learn the words in your spelling lessons so that you can spell them without hesitation. Then when you write a letter or a school exercise, you can give your whole thought to what you wish to say. If you need to use a word which you are not sure that you can spell, go at once to the dictionary. It is one of the writer's best friends.

FOURTH GRADE



1, 2, 3, 4* SPELLING-MATCH WORDS

You have had the words on this page and the next in the second and third grades. Review them thoroughly, and then have a spelling-match. Give special attention to silent letters.

afraid	beautiful	bought	ceiling
again	because	breakfast	celery
among	beggar	breathe	cellar
anchor	believe	build	cent
answer	between	bury	chestnut
aunt	bicycle	bushel	circle
avenue	birch	cabbage	circus
barrel	blossoms	caught	climb

*The numbers of the sections throughout this book indicate the length of lessons for the average class. They are given as a guide only, and the teacher should vary the length of lessons to suit the capacity of her own class.

Fourth Grade

closet	cricket	elephant	flour
cocoa	curtain	empty	forest
collar	dessert	enough	fountain
color	dollar	excuse	friend
company	double	family	fruit
cough	dwarf	fasten	gallon
cousin	early	figures	giant

5, 6, 7, 8

Hunt for the hard words in each column.

great	monkey	quince	toward
grocery	music	ready	travel
guess	office	recite	trouble
half	often	saucer	twice
heavy	orange	second	uncle
honey	oven	shirt	vacation
hour	pansies	shovel	vegetables
insect	parent	sleigh	vinegar
iron	people	smooth	visitor
juice	picture	soldier	which
kitchen	pigeon	sorry	whistle
laugh	please	square	wolf
lemons	pocket	strange	wolves
lesson	potatoes	sugar	woman
measure	prize	surface	wrong
money	quart	thimble	year

Fourth Grade

9, 10

scalp	fore'head	tongue	tooth
nos'tril	shoul'der	wrist	teeth
skel'e ton	throat	an'kle	eye'brow

Copy all these words. Draw a line under silent letters and under any other letters which make the words hard. Spell each word aloud five times. Look out for the word *tongue*.

11, 12

Use each of these words in a sentence:

flare	leath'er	weigh	meas'ure
glare	feath'er	sleigh	pleas'ure
share	weath'er	neigh	treas'ure

13, 14, 15

ba nan'a	cus'tard	soup	veal
bis'cuit	let'tuce	sand'wich	mut'ton
tur'nip	pud'ding	sauce	chow'der
mus'tard	rai'sins	syr'up	pick'les

“ Hunger is the best sauce.”

Spell each of the above words aloud five times, and copy the difficult ones. Find two words which are spelled almost alike.

<u>tongue</u>	<u>raisins</u>	<u>weigh</u>	<u>shoulder</u>
<u>lettuce</u>	<u>biscuit</u>	<u>syrup</u>	<u>banana</u>

Fourth Grade

16, 17

These words are often used in school :

be have'	lo'cate	per mit'	o bey'
ex plain'	men'tion	pro mote'	teach
ex press'	ob serve'	re mem'ber	taught
in crease'	pause	re peat'	ex cuse'

18, 19

blot'ter	e ra'ser	prompt	schol'ar
chap'ter	ex am'ple	tar'dy	pe'ri od
cray'on	ex'er cise	re cess'	pri'ma ry
dis turb'	ac count'	whis'per	hol'i day

Make separate lists of the words having two syllables and three syllables. *Holiday* formerly meant *holy day*; what change other than joining the words has been made?

20, 21

show'er	thun'der
tem'pest	sud'den
sul'try	change'a ble
light'ning	haze
mois'ture	sea'son



"It is an ill wind that blows nobody good."

scholar primary holiday season

Fourth Grade

22, 23

Add *ing* to the following words, making any other necessary change. Use each word in a sentence.

ad mire'	a rise'	praise	a wake'
ar rive'	strike	prove	de serve'
di vide'	weave	es cape'	whine

24, 25

Add *ing* to the following words, making any other necessary change. How do these words differ from those in Lessons 22, 23? Find ten similar words in your reader.

whip	swim	drop	strip
drip	strap	chop	drum

26, 27, 28

Use the following groups of words in sentences:

swarm of bees	mineral kingdom	rusty sword
flying cinders	narrow alley	prison cell
sultry weather	rapid motion	sharp scythe
great riches	saucy answer	stiff breeze

29, 30, 31

Review pages 133-135.

<u>saucy</u>	<u>cinders</u>	<u>mineral</u>	<u>breeze</u>
<u>prison</u>	<u>escape</u>	<u>kingdom</u>	<u>scythe</u>

Fourth Grade

32, 33

Change the following words to the form ending in *ed*:

o blige'
sur prise'
sneeze

sprin'kle
re fuse'
waste

guide
in clude'
in sure'

pre pare'
im prove'
con clude'

34

The ostrich and the parrot live in warm countries.

The stork builds its nest on chimney tops.

The bobolink is a sweet songster.

What animal lives in a burrow?

The vulture is a bird of prey.



35, 36

buf'fa lo
o'ri ole
vul'ture
spar'row

hawk
gnat
blue'jay
swal'lown

lo'cust
ca na'ry
mon'ster
tur'tle

nest'ling
oys'ter
pan'ther
whale

Make a list of other animals whose names you can spell.

37, 38

dis miss'
dis mis'sal
buf'fa loes

re fuse'
re fus'al
thieves

im prove'
im prove'ment
chim'neys

pre pare'
prep a ra'tion
ca na'ries

oriole

guide

oyster

prey

*Fourth Grade***39, 40, 41, 42 SPELLING-MATCH WORDS**

Review also Lessons 1-8.

alley	custard	Monday	shower
always	December	mutton	sneeze
angry	dismissal	neigh	Sunday
April	divide	nostril	surprise
August	doctor	November	swallow
banana	donkey	October	swarm
basket	easy	ostrich	sword
beaver	equal	oyster	syrup
berries	exercise	parrot	these
biscuit	February	pencil	thousand
bridge	forehead	period	throat
broad	Friday	pickle	Thursday
buffalo	goose	pretty	tiger
burrow	guide	prey	tongue
button	happy	prison	Tuesday
canary	hundred	queen	turtle
changeable	increase	rapid	very
chimneys	January	recess	vulture
chowder	jelly	rough	wear
cinders	lion	same	Wednesday
coarse	measure	Saturday	where
countries	mineral	scholar	whose
crayon	moisture	September	yellow

Fourth Grade

43, 44

O sailor, come ashore,
What have you brought for me?
Red coral, white coral,
Coral from the sea.

CHRISTINA ROSSETTI



Coral is formed of the skeletons of little animals that live in the ocean. Red and white coral is made into beautiful beads and other jewelry.

45

What change was made in the shorter word before adding *ly*?

hap'py	heav'y	eas'y	sul'ky
hap'pi ly	heav'i ly	eas'i ly	sul'ki ly
pret'ty	has'ty	tar'dy	diz'zy
pret'ti ly	has'ti ly	tar'di ly	diz'zi ly

46, 47

New York City,
August 15, 1910.

Dear Cousin Jennie,

Uncle Charles came home last week and brought me a string of coral beads. They are beautiful. I wish I could show them to you.

Your loving
Dorothy.

Fourth Grade

48, 49

Use these groups of words in sentences. Select the hardest words and spell each aloud. Separate into syllables.

public school
tardy message
straight line

shaggy mane
fond parents
cozy parlor

granite pillar
sharp icicle
good appetite

50, 51

decay
delay
fight
flee
shine
wring

The fruit decayed rapidly.
How long was the train delayed?
The battle was bravely fought.
The coward fled from the enemy.
The sun shone on hill and dale.
The woman wrung her clothes.

52, 53

tick'le
pick'le
sick'le

oar
roar
soar

de serve'
ob serve'
pre serve'

cause
pause
paus'ing

54

There are twelve inches in a foot.
How many feet are there in a yard?
How many ounces make a pound?



ounce, oz.

foot, ft.

pound, lb.

yard, yd.

Fourth Grade

55, 56

A man full of power is said to be *powerful*. What change is made in the spelling of *full* in the following words?

pit'y	de light'	beau'ty	joy
pit'i ful	de light'ful	beau'ti ful	joy'ful
will	fruit	suc cess'	cheer
will'ful	fruit'ful	suc cess'ful	cheer'ful

57, 58, 59

Use these groups of words in sentences:

barren country	stingy people	manly courage
prompt action	perfect weather	severe drought
strict attention	sunny pasture	childish fear
polite conduct	shady avenue	fruitful orchard

60, 61

Arrange in an alphabetical list all the words in Lessons 48, 49 and 52, 53. Draw a line under silent letters.

62, 63

swamp	mead'ow	fod'der	poul'try
marsh	har'vest	herd	pas'ture
this'tle			The down of the <u>thistle</u> is very soft.
bris'tle			The brush is made of stiff <u>bristles</u> .
whis'tle			Did you hear the steamer <u>whistle</u> ?

Fourth Grade

64, 65

ves'sel	crew
wharf	en'gine
pi'lot	an'chor
pas'sage	freight
pier	fu'el
car'go	bag'gage
har'bor	cap'tain



The pier was covered with freight.

What number is spelled like the last part of *freight*?

66, 67

deny	Do not <u>deny</u> your fault.
denies	The thief <u>denies</u> his guilt.
denied	Charles <u>denied</u> that he whispered.

study	Do you like to <u>study</u> ?
studies	Ned <u>studies</u> his lessons faithfully.
studied	We <u>studied</u> scarcely at all yesterday.

68

“ Think naught a trifle, though it small appear;
Small sands the mountain, moments make the year,
And trifles life.”

cargo	wharf	freight	mountain
<u>cargoes</u>	<u>wharves</u>	<u>weight</u>	<u>fountain</u>

Fourth Grade

69, 70, 71, 72. SPELLING-MATCH WORDS

Review also the lists in Lessons 1-8 and 39-42.

animals	dale	joyful	sickle
appear	decay	leather	steamer
appetite	delay	marsh	stiff
ashore	delightful	meadow	straight
attention	deny	message	strict
baggage	drought	moment	string
barren	easily	naught	studies
battle	enemy	ocean	success
beads	engine	orchard	swamp
beauty	fault	ounce	thief
brave	fight	passage	thistle
bristle	fodder	pasture	though
brought	fought	perfect	train
captain	freight	pier	trifle
cargo	fuel	pillar	vessel
cargoes	granite	polite	week
cause	guilt	poultry	weight
cheerful	harbor	public	wharf
conduct	harvest	rapid	wharves
courage	hastily	roar	whisper
coward	herd	sailor	wring
cozy	icicle	scarcely	yard
crew	jewelry	severe	yesterday

Fourth Grade

73, 74

Name something which is

brit'tle	fierce	sol'id	use'less
crook'ed	mel'low	tough	rap'id
dan'ger ous	pleas'ant	up'right	sil'ken

75, 76

eight	captain	tough	crew
weight	curtain	rough	drew
freight	mountain	enough	chew
sauce	inch	ounce	pound
saucy	pinch	pounce	found

"Enough is as good as a feast."

77, 78

Make long words by combining one word from the *A* list with one from the *B* list. Be sure to make real words.

A		B	
rail	pen	horse	drop
saw	sail	lock	brow
snow	fish	head	fast
row	bee	brush	road
eye	school	boat	hook
fore	ever	holder	hive
break	neck	house	green
tooth	flat	tie	iron

Fourth Grade

79, 80

cot'tage	cham'ber	at'tic	pi az'za
man'sion	gar'ret	laun'dry	porch
dwel'ling	clos'et	rail'ing	ve ran'da

81, 82

shin'gle	ceil'ing	lath	awn'ing
drain	lad'der	plas'ter	car'riage
win'dow	wag'on.	sta'ble	trellis

Compare the spelling of *carriage* and *marriage*.

83, 84

Change the following words to the form ending in *ing*, and then to the form ending in *ed*:

smile	scowl	post pone'	scorch
de cide'	pause	de ny'	serve
glide	claim	cry	won'der
leap	charge	try	re ply'

85

“Early to bed, and early to rise,
Makes a man healthy, wealthy, and wise.”

“Health is better than wealth.”

<u>ceiling</u>	<u>piazza</u>	<u>decide</u>	<u>carriage</u>
<u>wagon</u>	<u>cottage</u>	<u>laundry</u>	<u>marriage</u>

Fourth Grade



86, 87

Christ'mas	wreaths	pres'ents	hap'pi ness
hol'i day	hol'y	dec'o rate	chimes
can'dles	car'ol	ev'er green	fire'place

At Christmas play and make good cheer,
For Christmas comes but once a year.

TUSSER

88, 89

Heap on more wood! the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still.

SCOTT

How do we form the second word of each pair below?

merry	happy	holy	whistle
<u>merrily</u>	<u>happiness</u>	<u>holiday</u>	<u>whistling</u>

Fourth Grade

90, 91

Tell what kind of work each of these men does :

ac'tor	min'i ster	ar'tist	car'pen ter
gen'er al	doc'tor	gov'ern or	butch'er
jan'i tor	law'yer	ma'son	mer'chant
brake'man	sail'or	black'smith	shep'herd

Make separate lists of the words ending in *er* and in *or*. The syllables *er* and *or* sound alike in these words. Spell each word ending in *or* aloud five times.

92, 93

blouse	muf'fler	trou'sers
bon'net	o'ver alls	suit
waist	brace'let	scarf
hand'ker chief	wrap	um brel'l a



Make a list of the names of other things to wear, and be careful to spell them correctly.

94, 95

In the fourth grade we study reading, spelling, geography, arithmetic, language, and writing. We also have nature lessons. We learn how plants grow and how animals live. We are taught to be kind to all animals. Many of them are among our best friends.

arithmetic

also

before

appetite

Use these groups of words in sentences:

their aprons	if you please	I thank you
here is	excuse me	are you willing
here are	would you like	by all means

97, 98, 99, 100. SPELLING-MATCH WORDS

actor	dangerous	language	serve
arithmetic	decide	laundry	shepherd
artist	decorate	lawyer	shingle
attic	early	mansion	solid
awning	enough	marriage	suit
blouse	evergreen	mason	taught
bracelet	feast	merchant	trellis
brittle	fourth	minister	trousers
carol	garret	muffler	umbrella
carriage	general	nature	veranda
charge	geography	pause	wagon
childish	governor	piazza	wealthy
chill	handkerchief	plaster	weight
chimes	healthy	pleasant	whistle
Christmas	heap	porch	wise
claim	holiday	presents	wonder
cottage	holly	scarf	wrap
cried	janitor	scorch	wreath
crooked	ladder	scowl	wrist

Fourth Grade

101

fa'ther	aunt	un'cle	fam'i ly
son	niece	or'phan	in'fant
daugh'ter	neph'ew	rel'a tive	an'ces tor

Copy these words and draw a line under those you need to study hardest. What two letters in *nephew* sound like *f*?

102, 103, 104

Use these groups of words in sentences. Spell each hard word aloud five times.

bass' voice	ivory keys	fancy dress
harsh sound	cruel sport	false alarm
sweet chocolate	rude manners	long pause
regular shape	unknown continent	broiled steak

105, 106

per'son	si'lent	dis'tant	i'dle
per'son al	si'lence	dis'tance	i'dler
move	pun'ish	heav'en	im'age
mov'a ble	pun'ish ment	heav'en ly	im ag'in e

Find a word ending in *ence*; one ending in *ance*. Pronounce each very distinctly so that you will make no mistake in spelling. Write each of these two words five times.

<u>niece</u>	<u>orphan</u>	<u>silence</u>	<u>regular</u>
<u>nephew</u>	<u>distance</u>	<u>imagine</u>	<u>chocolate</u>

107, 108

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm tree
Was ridged inch-deep with pearl.

LOWELL



109, 110

Use each of these words in a question sentence :

ar range'	pre tend'	re main'	spat'ter
ac cept'	cor rect'	prac'tice	rel'ish
com plain'	fright'en	shiv'er	ap pear'

111, 112

Use each of these simple words in a sentence :

in vent'	sweep	bleach	scour
knit	swept	crimp	spread
stitch	starch	seam	pol'ish

“ A little nonsense now and then,
Is relished by the best of men.”

ermine frighten nonsense busily

Fourth Grade

113, 114

bri'dle	cas'tle	muz'zle	rid'dle
bris'tle	freck'le	puz'zle	stee'ple
bub'ble	gar'gle	peb'ble	tri'fle

In what respect are all these words alike? Find two which have a silent *t*. Write each five times.

115, 116

Use these groups of words in sentences. Which word has two syllables alike? What word does the first syllable of *neighbor* form?

a tall spire	a polite answer	an obliging neighbor
a dizzy height	a cunning thief	a faithful promise
a noble action	a feeble murmur	the opposite house
o blig'ing	op'po site	prom'ise
		neigh'bor

117, 118

" Monday's child is fair of face ;
Tuesday's child is full of grace ;
Wednesday's child is merry and glad ;
Thursday's child is sour and sad ;
Friday's child is loving and giving ;
Saturday's child works hard for a living ;
But the child that is born on the Sabbath day
Is gentle and loving and merry and gay."

119, 120

The stormy March is come at last,
 With wind, and cloud, and changing
 skies;
 I hear the rushing of the blast,
 That through the snowy valley flies.

BRYANT



sky	fly	change	val'ley
skies	flies	chang'ing	val'leys

121, 122

Did you ever

neglect work?	do an errand?	get into mischief?
clinch a nail?	address a letter?	break a bad habit?
paddle a canoe?	share a secret?	have the measles?
launch a boat?	see a ghost?	bruise your foot?

123, 124

Long words are often easy to spell. Pronounce distinctly each syllable of the following words as you write it. Use each word in a sentence.

huck'le ber ry	mis'tle toe	cav'i ty
dan'de li on	fac'to ry	im pos'si ble
mar'i gold	to geth'er	pris'on er
<u>bruise</u>	<u>errand</u>	<u>measles</u>
		<u>factory</u>

Fourth Grade

125, 126, 127, 128. SPELLING-MATCH WORDS

accept	distant	image	polish
action	dizzy	imagine	polite
address	ease	infant	practice
alarm	ermine	ivory	prisoner
ancestor	errand	key	promise
arise	every	knit	punish
arrange	false	launch	puzzle
bass	fancy	marigold	regular
bleach	feeble	measles	relative
bridle	fir	mischief	relish
bristle	freckle	mistletoe	ridged
broil	frighten	movable	scour
bruise	gentle	murmur	secret
bubble	ghost	neglect	share
busily	gloaming	neighbor	shiver
canoe	grace	nephew	silence
castle	habit	niece	son
cavity	heap	noble	starch
chocolate	heaven	nonsense	steak
continent	height	obliging	steeple
correct	hemlock	opposite	stitch
cruel	highway	orphan	unknown
dandelion	huckleberry	pearl	valley
daughter	idle	person	voice

Fourth Grade

129

eas'y	stin'gy	co'zy	pret'ty
eas'i er	stin'gi er	co'zi er	pret'ti er
eas'i est	stin'gi est	co'zi est	pret'ti est

How do we form the second and third words in each group?

130

Mustard, cinnamon, ginger, and nutmegs grow in warm countries.

What useful things are made of flax and hemp?

A young tree is called a sapling.

The hazelnut and the walnut are gathered in autumn.

cin'na mon	gin'ger	wal'nut	ha'zel nut
------------	---------	---------	------------

131, 132, 133

bram'ble	car'rot	ce'dar	pop'lar
bri'er	pump'kin	pop'py	squash
sprout	rad'ish	wil'low	let'tuce
stalk	to ma'to	on'ion	cu'cum ber

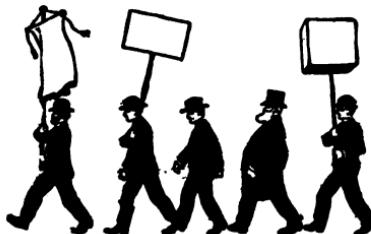
Review all words in Lessons 1-8 which are names of things we eat. Spell onion aloud five times.

brier	cinnamon	cedar	pumpkin
<u>lettuce</u>	<u>onion</u>	<u>carrot</u>	<u>easiest</u>

Fourth Grade

134, 135

e lec'tion
pa rade'
vote
par'ty
badge
lec'ture



po lice'
torch
man'age
de liv'er
speech
squad

Do not spend much time on the words you are sure you know. Spell the others over and over again.

136, 137

brack'et	mir'ror	nap'kin	gob'let
couch	sau'cer	mat'tress	ham'mer
cush'ion	fau'cet	pitch'er	ham'mock
pi an'o	lounge	fur'nace	tongs
tray	ma chine'	fen'der	ker'o sene

Study these words by spelling them aloud. Make a list of the words which are not pronounced exactly as they are spelled. Review Lessons 79, 80.

138

o'cean	val'ley	coast	range
At lan'tic	slope	course	moun'tain
Pa cific	shore	peak	foun'tain
<u>cushion</u>	<u>police</u>	<u>faucet</u>	<u>kerosene</u>

Fourth Grade

139, 140

gen'tle man

hon'ey comb

rasp'ber ry

af'ter ward

cup'board

pitch'fork

fore'head

cob'web

chest'nut

In which of these words is *p* silent? In which word is *b* silent? In which *h*?

"A bird in the hand is worth two in the bush."

"A friend in need is a friend indeed."

"A barking dog seldom bites."

141, 142

In what respect are the following words alike?

dan'gle

hud'dle

gig'gle

med'dle

cur'dle

prat'tle

sprin'kle

stum'ble

scram'ble

grum'ble

wrin'kle

trem'ble

scrib'ble

grap'ple

daz'zle

whit'tle

143

Boston, August 1, 1910.

Dear Edward,

Last spring father gave me a garden. I have raised onions, turnips, celery, and other vegetables. I sell them at store prices. If you guess how much I have earned, I'll give you all the weeds I raise.

Your old friend,

Dick.

Fourth Grade

144, 145, 146, 147. SPELLING-MATCH WORDS

Review also the lists in Lessons 97-100 and 125-128.

Copy all the words having more than one syllable, and separate into syllables. Then find the words in your spelling-book or dictionary and see if you have divided them rightly. Try to see the syllables in the words as you study them.

afterward	cushion	lounge	range
Atlantic	deliver	machine	sapling
badge	easiest	manage	scramble
bark	election	mattress	scribble
bites	faucet	mirror	seldom
bracket	furnace	napkin	speech
bramble	gather	nutmeg	sprinkle
brier	giggle	onion	sprout
bush	ginger	Pacific	squad
carrot	goblet	parade	squash
cedar	grumble	party	stalk
cinnamon	guess	piano	tomato
coast	hammock	pitcher	tomatoes
couch	hazelnut	pitchfork	torch
course	hemp	police	tremble
cozy	honeycomb	poplar	weeds
cucumber	kerosene	poppy	whittle
cupboard	lecture	prettiest	worth
curdle	lettuce	radish	wrinkle

Such a starved bank of moss

Till, that May morn,
Blue ran the flash across:
Violets were born!

BROWNING



149, 150

search	pre fer'	dis miss'	re main'
dis turb'	ex pand'	fur'nish	hurl
pre pare'	de sire'	stag'ger	be ware'

Find and spell the word which means *to get ready; to wish for; to walk unsteadily; to look for; to send away; to like better; to stay; to throw rapidly; to take heed.*

151

For every evil under the sun,
There is a remedy or there is none;
If there be one, try to find it;
If there be none, never mind it.

OLD RHYME

rem'e dy e'vil ev'er y rhyme

Learn the rhyme above. A *remedy* is a *cure*.

152

Review all underlined words at the foot of pages 149-154.

Fourth Grade

153, 154

For what are the following articles used? Make a list of the most difficult words and spell each aloud.

wedge	pow'der	ra'zor	bu'gle
chis'el	trow'el	fun'nel	crutch
mag'net	wrench	bal loon'	put'ty
trough	en'vel ope	va lise'	an'avil

155

Some of the following words are spelled exactly as they sound. Study hardest the more difficult ones.

vil'lage	splin'ter	coun'ter	rub'ber
trum'pet	min'strel	la'bel	jeal'ous
ac count'	pack'age	lath'er	sel'fish

156, 157

Use these groups of words in sentences. Copy the most difficult words and draw a line under every silent letter.

play the banjo	ride in an omnibus
eat angel cake	ask for pardon
make a long journey	blister your toe
buy a postage stamp	go to the station
charming scene	see a Jack-in-the-pulpit
settle a quarrel	ride in a canal-boat
pare an apple	if you please

Fourth Grade

158, 159

round	trav'el	cen'ter	dif'fer ent
sur round'	trav'el er	cen'tral	dif'fer ent ly
suf'fer	grow	ei'ther	fa'vor
suf'fer er	growth	nei'ther	fa'vor a ble

Make a list of the words having one syllable; two syllables; three; four. Pronounce each syllable aloud as you write it.

160, 161

flax	flan'nel
weave	mus'lin
home'spun	loom
spin'ning-wheel	lin'en



In olden times the women spun the wool and wove the cloth. They were the tailors, too. They made all the clothes for the family. The rich wore costly clothes of silk, satin, and velvet, brought from Europe.

162, 163

poi'son	tai'lor	mu'sic	as sist'
poi'son ous	sail'or	mu'si cal	as sist'ant
glo'ry	el'e vate	of'fice	pa'tient
glo'ri ous	el'e va tor	of'fi cer	pa'tient ly

Copy these words and spell them aloud as you write. Write and spell *patient* five times. What words end in *or*?

Fourth Grade

164, 165, 166, 167. SPELLING-MATCH WORDS

account	either	lightning	remain
across	elevate	linen	remedy
angel	elevator	loom	rubber
anvil	envelope	magnet	satin
assistant	Europe	minstrel	scene
balloon	evil	moss	search
banjo	favor	musical	selfish
beauty	favorable	muslin	settle
beware	fierce	neither	splinter
blister	flannel	none	stagger
born	flash	officer	starved
bugle	funnel	omnibus	station
canal	furnish	package	suffer
center	geography	pardon	surround
chisel	glorious	pare	tailor
chocolate	growth	patient	travel
counter	height	poison	traveler
crutch	homespun	postage	trough
daughter	hurl	powder	trowel
desire	jealous	prefer	valise
different	journey	pulpit	velvet
dismiss	label	putty	village
disturb	language	quarrel	wedge
ease	lather	razor	wrench

FIFTH GRADE

TO THE FIFTH GRADE PUPILS

Words are but the signs of ideas.

SAMUEL JOHNSON

The idea is more important than the word ; but if you wish to express your ideas in writing, the words become very important ; and if you are to use these signs, it is necessary to spell them correctly.

Business men complain that the boys and girls whom they employ make many errors in spelling and simple punctuation. Do you blame them for thinking that a boy or girl who has no pride about the signs may also be careless about the ideas ?

FIFTH GRADE

1, 2, 3, 4.* SPELLING-MATCH WORDS

You have studied the words on this page and the next in the lower grades. Review them thoroughly, and then have a spelling-match.

actor	blossom	Christmas	dandelion
afraid	bracelet	cinnamon	danger
against	breathe	circle	daughter
alley	broad	coarse	decorate
among	bruise	collar	deliver
ancestor	bury	color	dessert
anchor	bushel	continent	dismissal
angry	cabbage	coral	distant
appetite	canary	cottage	disturb
aunt	carriage	countries	divide
avenue	cedar	courage	dollar
baggage	ceiling	coward	double
beautiful	celery	cruel	drought
because	cellar	cupboard	dwarf
beggar	chestnut	curtain	early
believe	chimney	cushion	easily
bicycle	chocolate	custard	either

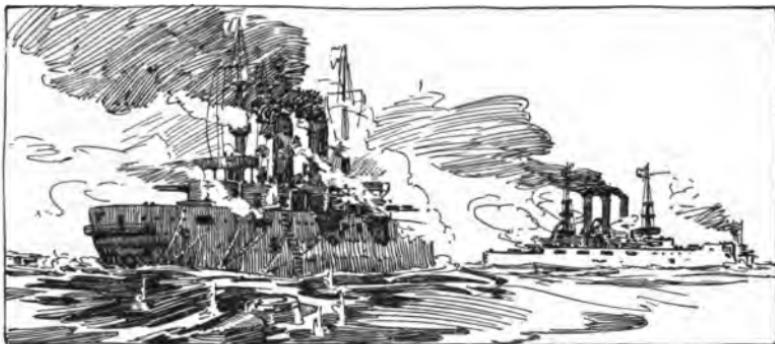
* The numbers of the sections throughout this book indicate the length of lessons for the average class. They are given as a guide only, and the teacher should vary the length of lessons to suit the capacity of her own class.

Fifth Grade

5, 6, 7, 8

In each column study only the difficult words.

election	grocery	ocean	straight
elevator	guess	office	success
enemy	harbor	opposite	suit
engine	heavy	orphan	surface
enough	icicle	pardon	tailor
envelope	insect	parlor	throat
equal	January	patient	Thursday
ermine	jealous	people	tomato
errand	journey	pigeon	tongue
exercise	kerosene	pleasant	traveler
faucet	kitchen	poison	Tuesday
favorable	language	poultry	umbrella
February	lettuce	prison	valise
feeble	listen	promise	valley
forehead	merchant	recite	vegetables
fountain	mineral	relative	veranda
freight	mirror	scene	village
frighten	mischief	second	vinegar
fuel	moisture	shepherd	visitor
furnace	money	silence	voice
geography	neighbor	sleigh	Wednesday
giant	nephew	soldier	weight
ginger	niece	square	wharf
governor	obey	station	which



9, 10, 11

Boston, Sept. 3, 1910.

Dear George,

I have just had the best vacation of my life. My father took me to the Brooklyn Navy Yard, and I saw many interesting things.

A number of battleships were being fitted out for a long voyage. We went aboard one of them, and it made me want to be a sailor. But when we saw the water being pumped out of one of the dry-docks, I decided that I would rather be an engineer.

Your sincere friend,

Dick.

in'ter est ing
bat'tle ship
voy'age

en gi neer'
rath'er
a board'

de cide'
de cid'ed
sin cere'

Fifth Grade

12, 13

These words are often used in school. Copy each word, and spell it aloud. Underline letters which need special study.

ab'sence	breadth	dic'tion a ry	com'pass
ad mis'sion	con'cert	ef fect'	height
al'pha bet	coup'le	ex pres'sion	hon'or
vol'ume	po'et ry	mar'gin	ti'tle

14, 15

su per in tend'ent	may'or	pres'i dent	di rect'or
prin'ci pal	judge	au'thor	jew'el er
ma chin'ist	pi an'ist	den'tist	flo'rist

Copy and spell five times each word ending in *or*.

16, 17

Wanted. A boy from 12 to 14 years of age to do errands and make himself generally useful in a grocery store, before and after school. Must be honest and willing to work. Boy owning a bicycle preferred. Apply at 25 Cedar Street, Wednesday morning.

gen'er al	er'rands	hon'or	use'ful
gen'er al ly	pre fer'	hon'est	own'ing

In advertisements, it is customary to omit words which are needed to make complete sentences. Copy this advertisement and underline difficult combinations of letters.

Fifth Grade

18, 19

bring	think	fight	win
brought	thought	fought	won
sing	find	wind	catch
sang	found	wound	caught

These words are arranged in pairs. Use the first word of each pair in asking a question and the second in answering it.

20, 21

There are two cold or frigid zones, two temperate zones, and one hot or torrid zone. We live in the North Temperate Zone. It is neither very hot nor very cold.

rig'id	tor'rid	ei'ther	tem'per ate
frig'id	hor'rid	nei'ther	in tem'per ate

22, 23

Words which belong together but do not form a complete sentence are called phrases. Use each of the following phrases in a sentence. If you do not know the meaning of each word, consult the dictionary.

new automobile	free delivery	earnest purpose
nineteenth century	postal card	swollen stream
profane language	fertile soil	precious stone
pur'pose	au to mo'ble	de liv'er y
swol'en	cen'tu ry	fer'tile
		pre'cious
		ear'nest

Fifth Grade

24, 25

The morns are meeker than they
were,

The nuts are getting brown;
The berry's cheek is plumper,
The rose is out of town.

The maple wears a gayer scarf,
The field a scarlet gown.

Lest I should be old-fashioned,
I'll put a trinket on.



EMILY DICKINSON

26

no'ti fy	pu'ri fy	re ply'	sup ply'
no'ti fied	pu'ri fied	re plied'	sup plied'
oc'cu py	tal'ly	ap ply'	cop'y
oc'cu pied	tal'lied	ap plied'	cop'ied

State clearly what change was made in each of the shorter words before adding *ed*.

27, 28

“A merry heart doeth good like a medicine.”

“An ounce of prevention is worth a pound of cure.”

“Look before you leap.”

pre vent'	med'i cine	fash'ion	scar'let
pre ven'tion	do'eth	old-fash'ioned	trin'ket

Fifth Grade

29, 30, 31, 32. SPELLING-MATCH WORDS

Review also Lessons 1-8.

aboard	earnest	margin	purpose
absence	engineer	mason	rather
alphabet	expression	mayor	replied
author	fashion	medicine	sailor
battleship	fertile	meek	scarf
berry	fitted	merry	scarlet
breadth	florist	navy	school
Brooklyn	fought	neither	soil
brought	frigid	number	stream
butcher	general	occupy	superintendent
caught	generally	old-fashioned	swollen
century	gown	onion	tally
cheek	heart	ounce	temperate
compass	honest	own	than
concert	honor	piano	title
copied	horrid	pianos	torrid
copy	interesting	poetry	trinket
couple	jewel	postal	useful
cure	jeweler	precious	volume
decided	jewelry	prefer	voyage
delivery	lawyer	president	wears
dentist	leap	prevention	won
dictionary	machinist	principal	worth
director	maple	profane	zone

Fifth Grade

33, 34, 35

Change each of the following words to the form ending in *ing*:

ac cuse'	ap prove'	com mence'	ex change'
ad vance'	ar range'	con trive'	for give'
an nounce'	be lieve'	de scribe'	grieve
pre serve'	provoke'	re joice'	re store'

36, 37

Gold, silver, copper, and iron are metals. They are usually obtained from ore. When the ore is smelted, the liquid metal settles because it is so heavy. It is then drawn off into molds and allowed to cool.

Gold is the heaviest of these metals. It weighs more than nineteen times as much as an equal volume of water, and nearly twice as much as an equal amount of silver.

38, 39

Use the following words in sentences about Indian life. Consult your dictionary for unfamiliar words.

In'dian	moc'ca sin	ca noe'	ar'row
paoose'	tribe	blan'ket	wam'pum
wig'wam	squaw	bow	tom'a hawk
scout	war'path	chief	war'ri or
<u>liquid</u>	<u>volume</u>	<u>heaviest</u>	<u>grieve</u>

"Where there's a will, there's a way."

"It isn't raining rain to-day; it's raining violets."

For what two words does *there's* stand? *Isn't?* *It's?* What letter is omitted in each of these contractions? The apostrophe takes the place of the letter omitted. Pronounce *apostrophe* and *contraction* very distinctly before trying to spell them.

41, 42

Write out the words for which each of these contractions stands, and underline the omitted letters.

"What's in a name?"

"He's true to God, who's true to man."

"Howe'er it be, it seems to me,

'Tis only noble to be good."

"An honest man's the noblest work of God."

"Don't shoot till you see the whites of their eyes."

"'Tis the star-spangled banner; O long may it wave
O'er the land of the free and the home of the brave!"



43

For what does each of the following contractions stand?
Use each in a sentence.

I've

don't

doesn't

wasn't

I'm

couldn't

you're

he'll

aren't

weren't

can't

who's

Fifth Grade

44, 45

Consult your dictionary for the meaning of unfamiliar words.
Use each word in a sentence.

deck	ca'ble	stern	bow
berth	com'pass	har'bor	pro vis'ions
buoy	wind'llass	sig'nal	pul'ley
cruise	rig'ging	an'chor	schoon'er

46

You have had the following words in lower grades. In what way are they similar to the words above?

race	wharf	crew	sailor
pilot	pier	engine	boat
course	baggage	freight	passage
vessel	cargo	captain	steer

47, 48

“Attempt the end, and never stand to doubt:
Nothing's so hard but search will find it out.”

“Goodness does not more certainly make men happy
than happiness makes them good.”

“A good thing can't be cruel.”

<u>cruise</u>	<u>buoy</u>	<u>doubt</u>	<u>pulley</u>
<u>certainly</u>	<u>schooner</u>	<u>doubtful</u>	<u>search</u>

These words are used in business. Draw a line under the last syllable of *debtor* and of *creditor*. What word resembles *mountain* and *fountain*?

bar'gain	debt	wit'ness	fail'ure
cred'i tor	debt'or	wa'ges	em ploy'ment

50, 51

Did you ever
receive a dispatch?
lose your balance?
attend a charity fair?
wind a skein of yarn?
track a grizzly bear?



ruin a dress?
lose a parcel?
wear spectacles?
grant a request?
hear an echo?

char'i ty	spec'ta cles	bal'ance	re quest'
ech'o	griz'zly	re ceive'	dis patch'

52, 53, 54

safe	profit	value	comfort
safety	profitable	valuable	comfortable
slave	vacant	tour	agent
slavery	vacancy	tourist	agency
admit	acquaint	mix	mortal
admittance	acquaintance	mixture	immortal

Copy these words and separate each into its syllables.

Fifth Grade

55, 56, 57, 58. SPELLING-MATCH WORDS

Look carefully at the following words, and give no further study to those you are sure you can spell. Copy the remaining words, and draw a line under all silent letters and any others which need special study.

accuse	comfortable	lose	spectacles
acquaintance	copper	machinist	squaw
agent	creditor	metal	success
allow	cruise	moccasin	these
amount	debt	mold	thought
announce	debtor	nearly	tomahawk
arrange	describe	nineteen	tourist
arrow	dispatch	obtain	track
attend	doesn't	off	tribe
balance	draw	ore	twice
bargain	echo	parcel	usually
bear	employ	purpose	volume
believing	equal	receive	wages
berth	exchange	rejoice	wampum
blanket	failure	request	warpath
bow	fair	restore	warrior
brave	grieve	ruin	wasn't
buoy	grizzly	scout	weigh
canoe	heaviest	settle	wigwam
charity	Indian	skein	witness
chief	liquid	slavery	yarn

59, 60

con'ti nent	isth'mus	hem'i sphere
prai'rie	o'cean	moun'tain
pla teau'	la'va	vol ca'no
is'land	chan'nel	strait

Copy these words and underline all silent letters.



61, 62

fif'ty	lof'ty	wealth'y	sur'ly
fif'ti eth	lof'ti est	wealth'i er	sur'li est
for'ty	might'y	gloom'y	dain'ty
for'ti eth	might'i est	gloom'i est	dain'ti est

Tell clearly how the second word of each pair is formed from the first. What does *surly* mean?

63, 64

Of what short words is each of these long ones formed? Which short word changes its pronunciation when joined to another word? Use each word in a sentence.

friendship	somewhere	heirloom	scholarship
forever	foresight	headache	overtake
blackberry	falsehood	rainbow	hoarfrost
vineyard	forsake	moonlight	evermore

“What a thing friendship is, world without end!”

isthmus plateau scholar headache

Fifth Grade

65, 66, 67

Years pass without my finding a brown thrasher's nest. It is not a nest you are likely to stumble upon in your walk; it is hidden as a miser hides his gold, and watched as jealously. The male pours out his rich and triumphant song from the tallest tree he can find, and fairly challenges you to come and look for his treasures in the vicinity. But you will not find them if you go. The nest is somewhere on the outer circle of his song; he is never so imprudent as to take up his stand very near it. **BURROUGHS**

vi cin'i ty im pru'dent chal'lenge jeal'ous ly
mi'ser tri um'phant thrash'er out'er

68

These words are often used in school. Copy them and underline silent letters.

pro mo'tion sum'mit cas cade' a'cre
ci'pher ze'ro ed u ca'tion reg'i's ter
hy'phen dis mis'sal rea'son mem'or y

69

“ ’Tis always morning somewhere, and above
The awakening continent, from shore to shore,
Somewhere the birds are singing evermore.”

[176]

Fifth Grade

70, 71

Change the following words to the form ending in *ness* in this way: holy, holiness.

hap'py	god'ly	drear'y	clum'sy
bu'sy	la'zy	shab'by	din'gy

72, 73

bal'us ter	gal'ler y	cu'po la
can'o py	ve ran'da	set tee'
eaves	wain'scot	hearth
char'i ot	har'row	ga'ble



If you cannot give a clear definition of each of these words, consult your dictionary. Spell each word aloud.

74, 75

Colonel, Col.	General, Gen.	railroad, R. R.
Captain, Capt.	Company, Co.	forenoon, a.m.
Major, Maj.	post-office, P. O.	afternoon, p.m.

Colonel Gibbs and Major Powers were in full uniform.
School begins at nine a.m. It closes at three p.m.

The Gibson Co. manufactures sewing machines.

I paid my bill with a post-office money order.

We send freight by the Southern Pacific Railroad.

Spell *colonel* aloud five times.

Fifth Grade

76, 77

Use the following phrases in question sentences :

thrifty habits
elect the president
repair the statue
slaughter the birds

play croquet
strong character
control his temper
enjoy society

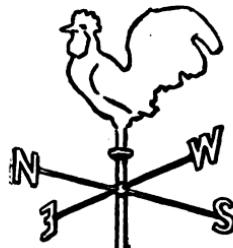
78, 79

as cend'	con ceal'	fil'ter	flut'ter
at tract'	cul'ti vate	fore see'	sep'a rate
a wak'en	de vour'	gos'sip	re form'
beck'on	en dure'	light'en	pro fess'
blur	ex plode'	lodge	res'cue

Underline letters that need special attention.

80, 81

The ascent of the hill was tiresome.
What did the majority vote to do?
Were the miners in great peril?
A large nugget of gold was found.
What is the use of a weather-vane?
Yeast makes bread light and porous.
Washington is the capital of the United States.
North, east, south, and west are called the cardinal
points of the compass.



Fifth Grade

82, 83, 84, 85. SPELLING-MATCH WORDS

Review also Lessons 29-32 and 55-58.

above	elect	laziness	separate
ache	endure	lazy	settee
acre	falsehood	lodge	shore
ascent	filter	major	slaughter
awaken	flutter	majority	society
baluster	foresee	manufactures	statue
blur	fortieth	memory	strait
canopy	friendship	miner	stumble
capital	gable	miser	summit
cardinal	gallery	nugget	temper
cascade	gossip	outer	thrasher
challenge	habits	peril	thrifty
character	happiness	plateau	tiresome
chariot	harrow	points	triumphant
cipher	headache	porous	uniform
colonel	hearth	prairie	vane
conceal	heirloom	profess	vicinity
control	hemisphere	promotion	vineyard
croquet	hoarfrost	reason	volcano
cultivate	hyphen	reform	wainscot
cupola	imprudent	register	wealthier
devour	island	repair	weather
eaves	isthmus	rescue	yeast
education	jealous	scholarship	zero

Fifth Grade

86, 87

For what purpose is each of the following used? Copy the words, divide into syllables, and spell aloud.

subway

hotel

trolley

nursery

tunnel

chapel

cemetery

quarry

asylum

arbor

ferry

hospital



88, 89

Did you ever

suppress a yawn?

sing your hair?

hear a screech-owl?

sharpen a pair of scissors?

see a diamond sparkle?

scald your hand?

see a militia drill?

eat vanilla ice-cream?

sing Christmas carols?

eat a piece of watermelon?

rinse

singe

di'a mond

scis'sors

rins'ing

singe'ing

va nil'la

mi li'tia

If the *e* in *singeing* were dropped, what word should we have?

90, 91

tongue

wrist

nos'tril

throat

mar'row

shoul'der

thigh

stom'ach

mus'cles

knuck'le

el'bow

knee

"To be accurate, write; to remember, write; to know thine own mind, write."

Fifth Grade

92, 93

Each of the following words may be applied to persons.
Consult your dictionary if the meaning of any word is not clear.
Copy, underline silent letters, and spell aloud.

belle	glut'ton	me chan'ic	pi'rate
dwarf	he'ro	mi'ser	rogue
for'eign er	in'vel id	pau'per	slug'gard

"Go to the ant, thou sluggard; consider her ways,
and be wise."

94, 95

Cocoa is not obtained from the cocoa-palm.

A camel-train on the desert is known as a caravan.

The cowboy catches horses and cattle with a lasso.

The kernel of a nut is the part we eat.

Bees love the nectar from the flowers of the linden tree. It makes a very fine quality of honey.

Tobacco was once used as money in Virginia.

Dwarfs may be heroes in spite of their small size.

96, 97

du'ty	en'vy	va'ry	sep'a rate
du'ti ful	en'vi ous	va'ried	sep a ra'tion
truth	ex cuse'	va'ri ous	con tin'ue
truth'ful	ex cus'a ble	va'ri a ble	con tin'ued

Fifth Grade

98, 99

Use each of these words in a sentence:

au'burn	dis'tant	ig'no rant	shal'low
cen'tral	drow'sy	nat'u ral	slight
ac'cu rate	el'e gant	pri've ate	sharp'en
dai'ly	gen'er ous	rug'ged	will'ful

100, 101

Review the underlined words on pages 178 and 181.

102, 103

Spell these plurals and write the singular form of each:

wom'en	chil'dren	lil'ies	chim'neys
calves	leaves	val'leys	pi an'os
he'roes	wolves	la'dies	ba'bies
knives	sheep	mon'keys	wives
loaves	buf'fa loes	par'ties	flies

“Half a loaf is better than no bread.”

104, 105

Make complete sentences from these groups of words:

The lady's scissors	A river's source
The burglar's tools	The boys' knives
The animal's trail	Ladies' and girls' clothing
An artist's studio	The man's surname

Fifth Grade

106, 107, 108, 109. SPELLING-MATCH WORDS

Review also Lessons 82-85.

accurate	envy	loaves	size
arbor	excusable	mechanic	slight
artist	excuse	militia	sluggard
asylum	ferry	money	source
auburn	foreigner	muscles	sparkle
belle	generous	nectar	stomach
better	glutton	nursery	studio
buffalo	half	once	subway
burglar	heroes	pauper	suppress
calves	hospital	pirate	surge
camel-train	hotel	private	surname
caravan	ice-cream	quality	thigh
carol	ignorant	quarry	tobacco
cemetery	invalid	remember	trail
chapel	kernel	rogue	trolley
clothing	knee	rugged	truthful
consider	knives	scald	tunnel
continue	know	scissors	valleys
daily	knuckle	separate	vanilla
desert	lasso	separation	various
diamond	leaves	shallow	willful
duty	lilies	sharpen	wolves
elegant	linden	singe	woman
envious	loaf	singeing	wrist

Fifth Grade

110, 111

be lieve'	pierce	de ceive'	chief
re ceive'	shriek	be lief'	ceil'ing
grief	con ceit'	thief	shield

The letters *ei* or *ie* occur in each of these words. Make a list of all the words in which the *e* comes first. What letter comes before the *e* in the words on your list?

112, 113

Copy these words and arrange them in alphabetical order :

cam'bric	vel vet een'	suit	scarf
cra vat'	par'a sol	gir'dle	veil
ruf'fle	waist	san'dal	cash'mere

It is sometimes the fashion to wear broad girdles.

114, 115

The chipmunk and the squirrel are relatives. They are called rodents because they gnaw their food.

al'li ga tor	leop'ard	por'poise	wal'rus
lla'ma	pul'let	bi'son	jag uar'
ze'bra	lob'ster	ser'pent	o pos'sum

Copy the above words and spell each five times.

<u>fashion</u>	<u>leopard</u>	<u>parasol</u>	<u>receive</u>
<u>sandal</u>	<u>believe</u>	<u>jaguar</u>	<u>llama</u>

116, 117

The following words are used in both arithmetic and geography. Pronounce each syllable distinctly. Write each word, and underline the letters which make it difficult.

ver'ti cal hor i zon'tal di am'e ter a're a
par'al lel cir'cle cir cum'fer ence di men'sions

The horizon is the line where earth and sky seem to meet. A line or surface parallel with the horizon is said to be horizontal.

118, 119

fur'ni ture	li'bra ry	cis'tern	hogs'head
bel'lows	ea'sel	por'ce lain	plat'ter
bu'reau	fur'nace	drain'age	grid'i ron
ra'di a tor	mir'rор	screen	fire'place

Copy these words and spell them aloud. Which word in this lesson resembles *plateau*?

120

You have had the words in this lesson in the third and fourth grades. In what way are they like the words in the list above?

cellar	ceiling	goblet	mattress
quilt	bracket	hammock	lounge
closet	cushion	pitcher	faucet

Fifth Grade

121, 122, 123

Apparently, every swarm of bees before it leaves the parent hive sends out exploring parties to look up the future home. The woods and groves are searched through and through, and no doubt the privacy of many a squirrel and many a wood mouse is intruded upon. What cozy nooks and retreats they do spy out, so much more attractive than the painted hive in the garden, so much cooler in summer, and so much warmer in winter! **BURROUGHS**



ap par'ent ly at tract'ive in trud'ed pri've cy

124, 125

Change these words to the form ending in *ing*:

re side'	doze	for'age	pierce
soothe	gur'gle	pur sue'	pounce
grudge	glue	squeeze	daz'le
con vince'	ad vance'	ram'ble	con trol'

126, 127

ar bu'tus	pe'o ny	pars'nip	a'pri cot
cal'la	pan'sy	rhu'barb	cit'ron
haw'thorn	dah'lia	he'li o trope	cur'rant

"Knowledge is of two kinds. We know a subject ourselves, or we know where we can get information upon it."

knowl'edge sub'ject in for ma'tion our selves'

129, 130, 131, 132. SPELLING-MATCH WORDS

Review also Lessons 106-109.

alligator	conceit	heliotrope	radiator
apparent	convince	horizon	receive
apricot	cravat	horizontal	retreat
arbutus	currant	jaguar	rhubarb
area	deceive	leopard	sandal
attractive	diameter	library	screen
belief	dimensions	llama	search
bellows	doubt	lobster	serpent
bison	drainage	opossum	shield
broad	earth	parallel	shriek
bureau	easel	parasol	squeeze
calla	fireplace	parsnip	surface
cambric	furniture	pierce	swarm
cashmere	girdle	platter	through
chief	gridiron	porcelain	veil
circumference	grief	porpoise	vertical
cistern	grudge	privacy	zebra

Fifth Grade

133

These words are often used in school :

hon'es ty	man u fac'tures	do mes'tic	myth
ig'no rant	min'ing	for'eign	pa'tience
in'dus try	com'merce	o pin'ion	re sult'

134, 135

Use each of these phrases in a sentence :

curious invention	a dozen lemons	russet apples
delicate perfumery	distant relative	quire of paper
complete failure	recent arrival	daily practice
cu'ri ous	per'fume	ar rive'
fu'ri ous	per fum'er y	ar riv'al

136, 137

affection	conversation	exclamation	invention
collection	direction	caution	intention
condition	imitation	occupation	auction
connection	information	reduction	station

Copy the above words, separating into syllables. Consult your dictionary to see if you are right.

138

cat'sup	om'e let	sal'ad	mo las'ses
grid'dle	pas'try	sau'sage	vin'e gar

Fifth Grade

139, 140, 141

Learn to spell these words, and then make other words by putting one of the following syllables before each : *ac, un, im, at, in, or dis.* Use each word so formed in a sentence.

knowl'edge	wel'come	tempt	cour'age
prove	hon'est	pos'si ble	hab'it
for ma'tion	cus'tom	rav'el	a'ble
for'tu nate	pa'tient	charge	com plete'

142, 143

choir	aisle	Bible	minister
chapel	chorus	priest	Sabbath
hymn	clergyman	psalm	deacon
bishop	baptism	religion	service

Copy these words and divide them into syllables.

144, 145

Winter is past; the heart of nature warms
Beneath the wrecks of unresisted storms;
Doubtful at first, suspected more than seen,
The southern slopes are fringed with tender green.

HOLMES

And what is so rare as a day in June?
Then, if ever, come perfect days.

LOWELL

chorus

choir

hymn

wrecks

Fifth Grade

146, 147

Use each of these words in a sentence. Consult your dictionary when uncertain of the meaning of the word.

arched	crim'son	e las'tic	hoarse
blond	dis'mal	ex act'	im pa'tient
slen'der	in sane'	fick'le	sin cere'
civ'il	ea'ger	lov'a ble	jo'vi al

148, 149

For what purpose is each of the following used?

har poon'	ri'fle	bob'bin	ce ment'
hel'met	tar'get	bi'cy cle	al'ma nac
knap'sack	shield	rack'et	ac'id
pat'tern	hy'drant	band'age	sick'le

150, 151

June falls asleep upon her bier of flowers;
In vain are dewdrops sprinkled o'er her,
In vain would fond winds fan her back to life,
Her hours are numbered on the floral dial.

LUCY LARCOM

White clouds, whose shadows haunt the deep,
Light mists, whose soft embraces keep
The sunshine on the hills asleep!

WHITTIER

Copy these selections and underline the difficult words.

Here are a few curious words. Make sure of them.

aisle	psalm	leopard	hymn
choir	porpoise	dahlia	stomach
colonel	onion	ache	croquet

153, 154, 155, 156. SPELLING-MATCH WORDS

Review also pages 169, 174, 179, 183, and 187.

able	commence	formation	perfect
acid	complete	fortunate	perfumery
almanac	condition	harpoon	possible
arched	crimson	haunt	practice
arrival	curious	hoarse	priest
auction	custom	honesty	quire
baptism	deacon	hydrant	recent
beneath	delicate	industry	religion
Bible	dial	insane	rifle
bier	dismal	jovial	Sabbath
bishop	domestic	knapsack	salad
bobbin	doubtful	knowledge	sausage
caution	eager	manufactures	service
cement	elastic	molasses	shadow
chapel	embrace	nature	shield
chorus	exact	omelet	sincere
civil	fickle	opinion	southern
clergyman	floral	pastry	tempt

Fifth Grade

SPECIAL LISTS *

ARITHMETIC

add	subtract	multiply	division
addition	subtraction	multiplication	divide
sum	minuend	multiplicand	divisor
amount	subtrahend	multiplier	dividend
prove	remainder	product	quotient
proof	difference	partial	compare
fraction	simple	numerator	terms
common	complex	denominator	lowest
proper	compound	decimal	example
improper	mixed	reduce	problem

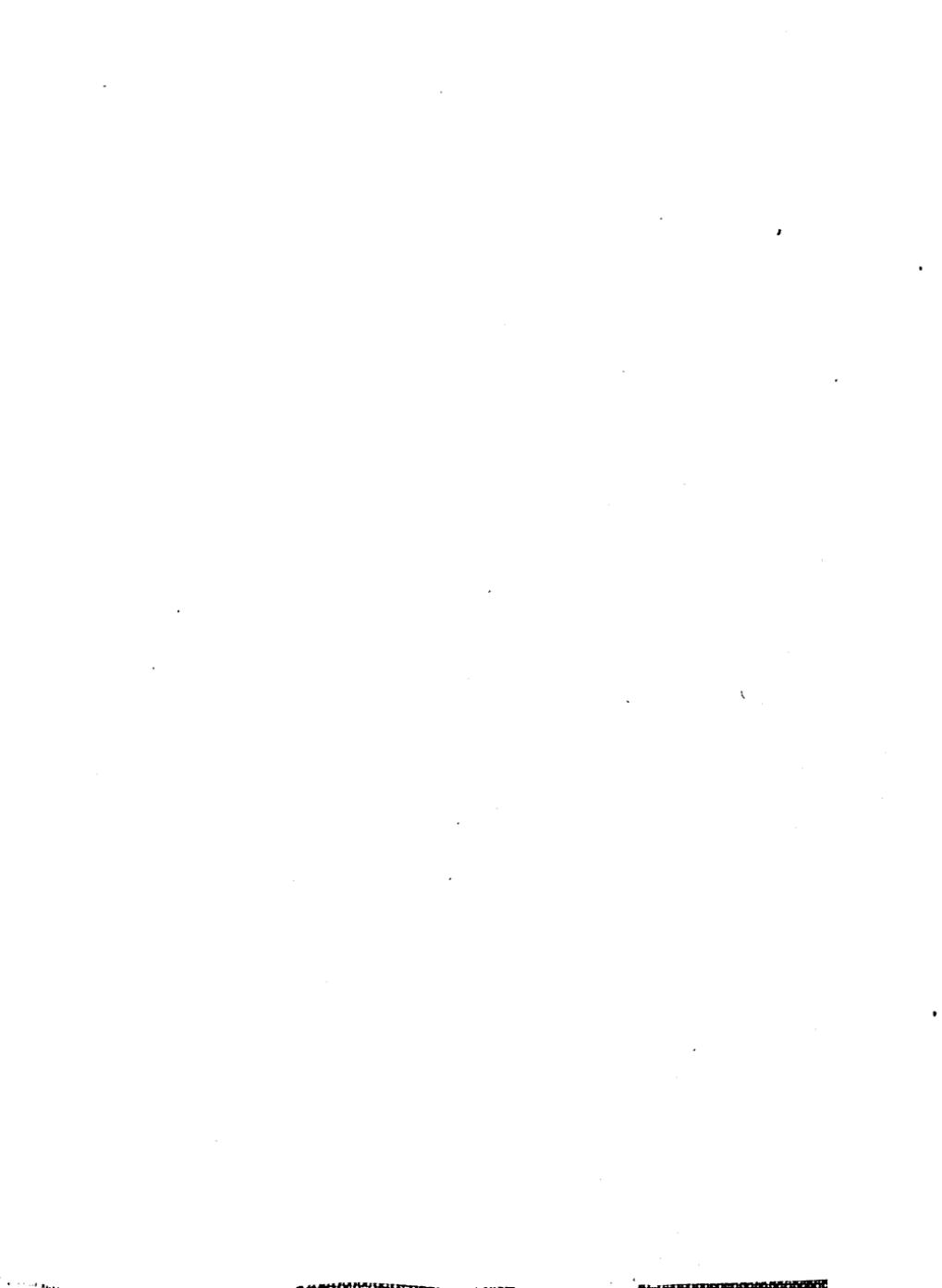
GEOGRAPHY

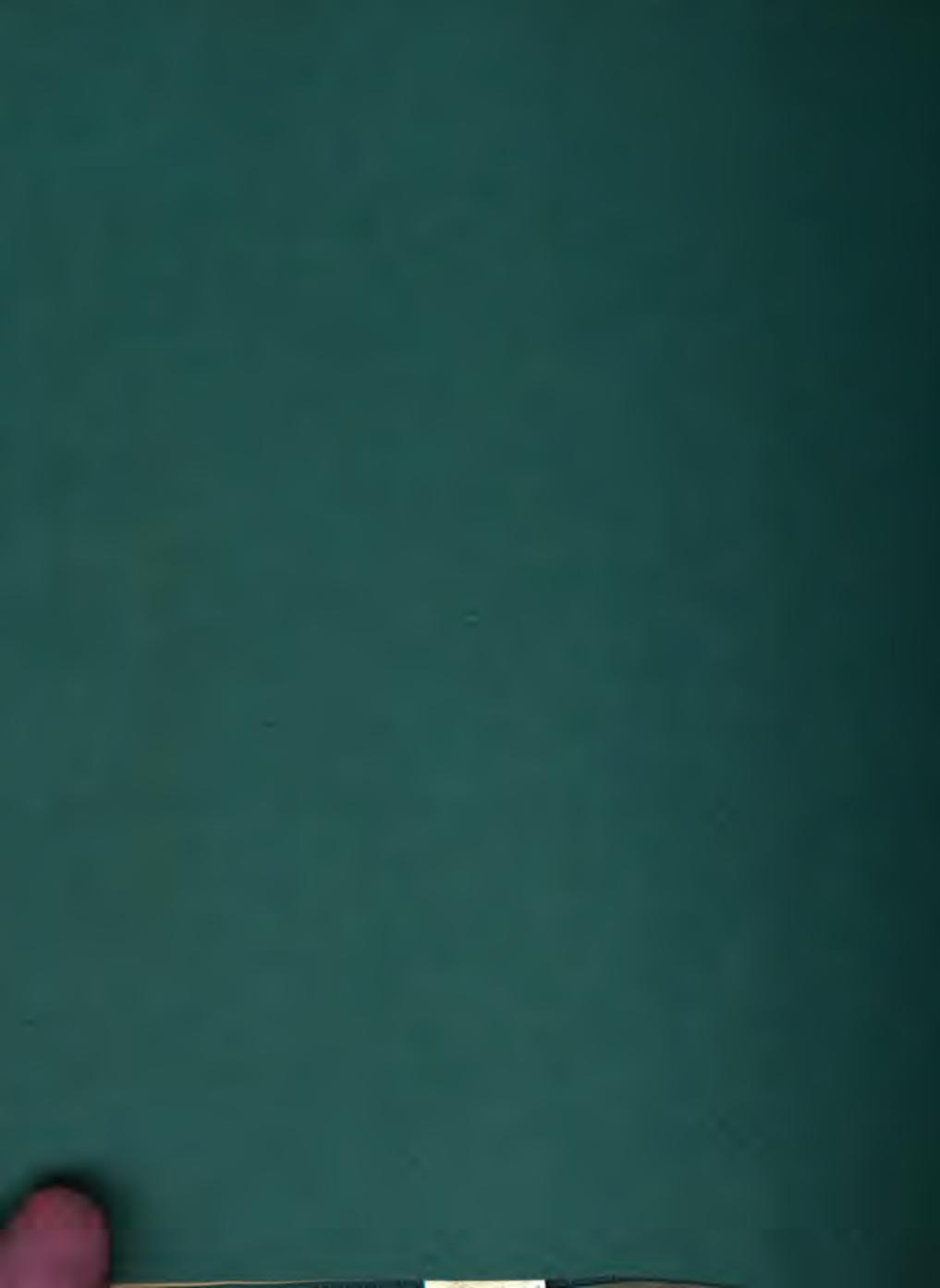
Eastern Hemisphere	North America	Europe
Western Hemisphere	South America	Asia
United States	Australia	Africa

GRAMMAR

sentence	noun	article	preposition
subject	pronoun	verb	interjection
predicate	adjective	adverb	conjunction

* The words on this page are arranged for easy reference. They are to be used by each teacher when the need arises.





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